

**THE INFLUENCE OF USING TOTAL PHYSICAL RESPONSE (TPR)  
METHOD TOWARDS STUDENTS' SPEAKING ABILITY AT THE  
ELEVENTH GRADE OF SMA NEGERI 1 TALANG PADANG  
IN THE ACADEMIC YEAR OF  
2019/2020**

**A Thesis**

**Submitted as Partial Fulfillment of the Requirement for S-1 Degree**

**By:**

**ROYAN ARIF AL IKHSAN**

**NPM. 1511040138**



**TARBIYAH AND TEACHER TRAINING FACULTY  
RADEN INTAN STATE ISLAMIC UNIVERSITY  
LAMPUNG  
2019**

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## **ABSTRACT**

This research is conducted based on the preliminary research. There are still many students difficult to get good score in speaking English. The students still lack of vocabulary, pronunciation, and fluency in speaking English and the class condition was noisy in teaching learning process. The students' descriptive speaking scores have different variance in each class. The objective of the research was to find out whether there is influence of using total physical response (TPR) method towards students' speaking ability at the eleventh grade of SMA Negeri 1 Talang Padang in the academic year of 2019/2020.

The methodology of this research was quasi-experimental design with the treatment held in 3 meetings, and 90 minutes for each meeting. The population of this research was the eleventh grade of SMA N 1 Talang Padang. The total sample in this research was 72 students that were taken from two classes, XI.4 Science and XI.5 Science in collecting the data, the researcher used instruments pre-test and post-test. The instrument was responsive speaking test. After giving the post-test, the researcher analyzed the data by using independent sample t-test.

From the data analysis, it was found that the result of the independent sample test of the value of significance (2-tailed) was less than 0.05 that was 0.006. So, there was an Influence of Using Total Physical Response (TPR) Method towards Students' Speaking Ability at the Eleventh Grade of SMA N 1 Talang Padang in the academic year of 2019/2020.

**Keywords: Quasi-Experimental Design, Speaking Ability, Total Physical Response (TPR) Method.**





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A thesis entitled: **THE INFLUENCE OF USING TOTAL PHYSICAL RESPONSE (TPR) METHOD TOWARDS STUDENTS' SPEAKING ABILITY AT THE ELEVENTH GRADE OF SMAN 1 TALANG PADANG IN THE ACADEMIC YEAR OF 2019/2020**, by : **ROYAN ARIF AL IKHSAN**, NPM: 1511040138, Study Program: English Education, was tested and defended in the examination session held on: Friday, November 8<sup>th</sup> 2019.

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## **DECLARATION**

Hereby, I state this thesis entitled “Influence of Using Total Physical Response (TPR) Method towards Students’ Speaking Ability at The Eleventh Grade of SMA N 1 Talang Padang” is completely my own work, I am fully aware that I have quoted some statements and theories from various sources and they are properly acknowledged in the text.

Bandar Lampung, September 2019

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## MOTTO

يَا أَيُّهَا الَّذِينَ ءَامَنُوا اتَّقُوا اللَّهَ وَقُولُوا قَوْلًا سَدِيدًا ﴿٧٠﴾ يُصْلِحْ لَكُمْ  
أَعْمَالَكُمْ وَيَغْفِرْ لَكُمْ ذُنُوبَكُمْ وَمَنْ يُطِيعِ اللَّهَ وَرَسُولَهُ فَقَدْ فَازَ فَوْزًا  
عَظِيمًا ﴿٧١﴾

“O you who believe! Be conscious of God, and speak in a straightforward manner. He will rectify your conduct for you, and will forgive you your sins. Whoever obeys God and His Messenger has won a great victory.” (QS. Al-Ahzab: 70-71)<sup>1</sup>

---

<sup>1</sup> Talal Itani, “*The Quran*”, (Beirut: Clear Quran Publication, 2012), p. 221 Available Online at: <https://www.clearquran.com/downloads/quran-in-modern-english.pdf> ( 8 September 2019)

## **DEDICATION**

This thesis is dedicated to:

1. My beloved parents, Sudirman and Yudiana who always pray for my success and give me motivation to always learn.
2. My beloved elder brother, younger sisters and younger brother; Ahmad Nuryahdi Al Fathi, Adinda Nur Fathia, Mutia Aisyifa and Azib Bayu Rahman who always give me support and suggestion for my success.
3. My beloved friends, Ponggo Indira Nusa Pringga, Vey Eyendi Marselian, Wahyu Firmansyah and B Class who always support the researcher to finish this Thesis.
4. My beloved Almamater UIN Raden Intan Lampung.



## **CURRICULUM VITAE**

The researcher's name is Royan Arif Al ikhsan. He was born in Talang Padang, Lampung on January 26th, 1998. He is the second child of five children of Sudirman and Yudiana. He has one elder brother whose name is Ahmad Nuryahdi Al Fathi, two younger sisters, whose names are Adinda Nur Fathia, Mutia Aisyifa and one younger brother whose name is Azib Bayu Rahman.

He began his study at Elementary school of SDN 1 Kalibening in 2003 and graduated in 2009. Then, he continued at Junior High School of SMPN 1 Talang Padang in 2009. After he graduated from Junior High School in 2009, he continued again at Senior High School at SMAN 1 Talang Padang in 2012 and graduated in 2015. Then in 2015, he continued his study in the State Islamic University of Raden Intan Lampung (UIN) as the student of English Study Program of Tarbiyah and Teacher Training Faculty.

During his study in the State Islamic University of Raden Intan Lampung (UIN) as the student of English Study Program of Tarbiyah and Teacher Training Faculty, he joined in some organizations in his faculty called ESA (English Student Association) and UKM Bahasa.

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8. Finally, it has to be admitted that nobody is perfect and the researcher is fully aware that there are still a lot of weaknesses in this thesis. Therefore, the researcher sincerely welcomes criticisms and suggestions from the readers to enhance the quality of this thesis. Furthermore, the researcher expects that the thesis is useful for the researcher particularly and the readers generally, especially for those who are involved in English teaching profession.

Bandar Lampung, September 2019

Royan Arif Al Ikhsan  
NPM.1511040138

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## CHAPTER I INTRODUCTION

### A. Background of the Problem

People who live in different countries, cultures and ethnics have diverse languages. According to Brown and Joyce in Khosravani, speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information<sup>1</sup>. It means that in speaking we have to express our opinion; feeling and ideas correctly in order to every single person can understand the message. Speaking is commonly about the oral communication that is usually used when we want to get or give information. Speaking is also the one way to survive in social life. Human beings need friend or someone. Consequently, it is essential that they need a language to make communication one another. This becomes familiar in presenting ideas, feeling or transferring information.

In this world, there were varieties of language. Allah states about the varieties of language in surah Al Hujurat verse 13:

يَا أَيُّهَا النَّاسُ إِنَّا خَلَقْنَاكُمْ مِنْ ذَكَرٍ وَأُنْثَىٰ وَجَعَلْنَاكُمْ شُعُوبًا وَقَبَائِلَ  
لِتَعَارَفُوا إِنَّ أَكْرَمَكُمْ عِنْدَ اللَّهِ أَتْقَاكُمْ إِنَّ اللَّهَ عَلِيمٌ خَبِيرٌ ﴿١٣﴾

“O people! We created you from a male and a female, and made you races and tribes, that you may know one another.<sup>2</sup> The best among you in the sight of God is the most righteous. God is all-Knowing, Well-Experienced”.<sup>3</sup> (Al Hujurat verse 13)

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<sup>1</sup> Mahboobeh Khosravani, *Fostering EFL Learners' Speaking and Listening Skills Via Oral Activities of Reading Short Stories*, Journal of Language Learning and Applied Linguistics World Volume 5 (1), January 2014, p.332 [Http://Www.Ijllalw.Org/Finalversion5126.Pdf](http://Www.Ijllalw.Org/Finalversion5126.Pdf) (26 January 2019)

<sup>2</sup> Talal Itani, *The Quran*, (Beirut: Clear Quran Publication, 2012), p. 271 Available Online at: <http://gg.gg/frwt8> ( 17 June 2018)

<sup>3</sup> *Ibid*, p.272.

In Surah above, Allah shows the issue of equality between all human beings, opposition to any type of racial, ancestral and fairness between all the children of Adam in relation to human rights and that no person is better than another due to his skin color, and language.

According to Lauder in Alwasilah, in Indonesia, the status of English as a foreign language was declared formally in 1955 in a teacher trainer conference.<sup>4</sup> It means that Indonesia's government also wants to apply surah Al Hujurat verse 13 which commands us to know one another. What functions does English serve in Indonesia? The current status of English as an international or global language is underpinned by its wide use in a range of fields such as politics, diplomacy, international trade and industry, commerce, science and technology, education, the media, information technology, and popular culture<sup>5</sup>. Then it is because English carries out almost all of high technology and knowledge that very essential for our development country.

In a second language situation, English is the language of the mass media: newspapers, radio and television are largely English media. English is also the language of official Institutions of law courts local and central government and of education it is also the language of large commercial and industrial organizations.<sup>6</sup>

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<sup>4</sup> A.Chaedar Alwasilah, "Policy on Foreign Language Education in Indonesia", (Indonesia University of Education: *International Journal of Education* Vol. 7 No. 1 Desember 2013), p.1 Available Online at: <http://ejournal.upi.edu/index.php/ije/article/download/5302/pdf> (20 June 2018).

<sup>5</sup> Allan Lauder, "The Status and Function of English in Indonesia: A Review of Key Factors" (Depok: Department of Linguistics Vol. 12, No. 1, Juli 2008), p.12. Available Online at: <http://gg.gg/frwtm> (20 June 2018).

<sup>6</sup> Geoffrey Broughton, *et al*, "Teaching English as a Foreign Language Second Edition" (New York: Routledge Education Books 1980), p.6. Available Online at: [http://prodibing.fkip.unsri.ac.id/userfiles/Teaching%20English%20as%20a%20Foreign%20Language%20\(Routledge%20Education%20Books\).pdf](http://prodibing.fkip.unsri.ac.id/userfiles/Teaching%20English%20as%20a%20Foreign%20Language%20(Routledge%20Education%20Books).pdf) (30 June 2018).

In specifically, the objective of English is the ability of the students to complete with basic skill; reading ability, listening ability, writing ability, and speaking ability which are supposed to be accomplished in learning process of education.

Researchers observed that speaking is the most difficult skill for most learners who learn it as a second or foreign language due to their low proficiency.<sup>7</sup> Based on the statement, we can conclude that English must be understood by anyone. But, in daily life we often heard that most of student is still confused with the grammatical patterns. It can be caused by many factors such interference of the native language, student's insight of second language includes the mastery of vocabulary as the basic foundation of language (speaking) and so on. The aim of speaking English teaching for the student is enable the students to use it in target language. Then the teacher of English must be able to speak when he/she teaches speaking. When teacher of English cannot speak, it influenced the students' motivation in learning English especially learning speaking.

In teaching speaking the teacher teaches how to speak or to express the ideas, in this case the teachers of English have to find the appropriate some techniques or methodologies in order to give a lot of opportunities as a good way of teaching that can help students to improve what they learn and the students might feel confidence so that they can learn better. In this research the subject is SMA Negeri 1 Talangpadang. According to the head of curriculum of SMA Negeri 1 Talang Padang Mr. Zulianda, the research can be taken in the eleventh

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<sup>7</sup> Benter Oseno Gudu, "*Teaching Speaking Skills in English Language using Classroom Activities in Secondary School Level in Eldoret Municipality, Kenya*", (Kesses: Journal of Education and Practice Vol.6, No.35, 2015, Kenya), p.56. Available Online at: <https://files.eric.ed.gov/fulltext/EJ1086371.pdf> (30 June 2018).



grade because this grade enables for research, while the tenth and twelfth grade still must be focused in learning process. There are 30 classrooms in SMA Negeri 1 Talang Padang. The numbers of student are 974 and there are two majors in SMA Negeri 1 Talang Padang Science class and Social class. The researcher was allowed to research in Science class because the Social class is in special treatment by the teachers.<sup>8</sup>

The researcher also interviewed to English teacher of SMA N 1 Talang Padang. According to Mrs. Pandiangan, in Science class the students are good enough in English. But, in speaking ability for pronunciation and fluency they are still lack and need more motivation to build their speaking ability. Meanwhile, some students are afraid to make mistake and error in using English even they are still lack of vocabularies. The method that usually used to teach speaking is Audio visual method. The classes which have a good score in English subject are XI IPA 1, XI IPA 2 and XI IPA 3. Whereas, XI IPA 4 and XI IPA 5 is only about 3 or 5 students in each of class who have a good score in English.<sup>9</sup> Based on the statement above, the researcher did cluster random sampling in XI IPA 1, 2, 3 4 and 5.

The researcher also did a questionnaire that the researcher gave to the 168 students of XI IPA; the researcher also found some factors of the most students' problems in learning English especially speaking those are in question (2) 60% students do not agree and do not very agree can speak English well and 27%

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<sup>8</sup> Zulianda, *Interview with the head of curriculum teacher of SMA N 1 Talang Padang*, September 25<sup>th</sup>, 2018, Unpublished

<sup>9</sup> E. Pandiangan, *Interview with the English teacher of SMA N 1 Talang Padang*, September 25<sup>th</sup>, 2018, Unpublished.

stated neither agree nor disagree. (4) 61% students often have difficulty to learn speaking English and 28% stated that neither agree nor disagree.<sup>10</sup>

Based explanation above, the students need more motivation to increase their speaking ability; the researcher thought that it was caused by the teacher who did not use appropriate method so, the students did not enjoy in learning English.

**Table 1 Students' Speaking Score at the First Semester of the Eleventh Grade of SMA N 1 Talang Padang 2018/2019**

<b>Standards of Scoring</b>	<b>Range of Score</b>	<b>XI.IPA 1</b>	<b>XI.IPA 2</b>	<b>XI.IPA 3</b>	<b>XI.IPA 4</b>	<b>XI.IPA 5</b>
Excellent	80-100	3	1	0	0	0
Very Good	73-79	17	12	10	7	5
Good	65-72	13	20	15	8	9
Average	60-64	2	2	6	13	12
Poor	56-59	0	0	2	5	7
Very Poor	≤ 55	0	0	0	0	0. <sup>11</sup>

Thus, there are students who have low scores and yet it is so clear that the students' scores of XI IPA 1-3 look so good enough, although in IPA 3 there are 2 students have poor scores, however the most students of XI IPA 4 and 5 look have average score, moreover XI IPA 4 has 5 students is in poor score and XI IPA 5 has 7 students who have poor scores.

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<sup>10</sup> Eleventh Grade Science Class, *Students' Questionnaire of SMAN 1 Talang Padang*, February 17<sup>th</sup>, 2019, Unpublished.

<sup>11</sup> E. Pandiangan, *Students' Speaking Score at the First Semester of The Eleventh Grade of SMA N 1 Talang Padang 2018/2019*, Unpublished

Total Physical Response (TPR) method is a language teaching method that is built based on saying coordination and action through activity movement.<sup>12</sup> There are researchers who also take Total Physical Response method to their research such as Mahmud, The Effectiveness of Total Physical Response in the Teaching Speaking Skill and in Andas about Improving Students' Speaking Ability under Total Physical Response at Class VII of SMP Negeri 8 Kendari.

Mahmud found many factors that influence students' speaking ability in learning process of Senior High School of SMA Darussalam. The causes of many students find difficulty in this case of Senior High School of Darussalam is the model of learning cannot be solution in improving speaking skill. Teacher who always teaches students by translating cannot support their speaking skill because it is not felt enough as method of learning.<sup>13</sup>

Based on the background above Mahmud wanted to know that the effectiveness of Total Physical Response in the teaching students' speaking skill on the second grade of SMA Darussalam in academic year 2016/2017. Andas found the phenomenon in SMPN 8 Kendari especially at class VII A. In this class, most of students had never been experience to produce English, because when teaching teacher only concern on grammar and the students had not any chance to

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<sup>12</sup> Mohammad Mahmud, "*The Effectiveness of Total Physical Response in the Teaching Speaking Skill*", (Jurnal Darussalam: Jurnal Pendidikan Komunikasi dan Pemikiran Hukum Islam, Institute Agama Islam Darussalam Vol 9, No. 2, Blokagung Banyuwangi 2018), p.245. Available online at: <http://ejournal.iaida.ac.id/index.php/darussalam/article/download/228/201/> (28 December 2018)

<sup>13</sup> Mohamad Mahmud, *Op Cit*, p.243

practice their English orally. Moreover, students were not supported by enough facilities which made them interested in learning English.<sup>14</sup>

The researcher hoped that “Total Physical Response Method” can be used as a method in teaching learning process at SMA N 1 Talang Padang. The researcher realized that this method generally used to teach the children. But, the researcher had not found someone stated that this method is only to teach for the children. Referring to Brown’s book he never stated that Total Physical Response Method is for teaching the children or just for teaching one skill in English and it is also supported by the previous researchers that the researcher had mentioned they also used Total Physical Response (TPR) method towards student’s speaking ability to teach junior high school and senior high school. The researcher also hoped by using this method, teaching speaking is more interesting and the students is more interactive in teaching learning process and they are able to make a conversation based on target language. Speaking through Total Physical Response Method was hoped to avoid boredom and create an enjoyable situation to reach high score.

Thus, by looking the previous researches we can conclude that the similarity is the independent variable the use of Total Physical Response Method and the difference is on the result whether it is to know the effectiveness, the result of improvement, and the influence and then it also refers the subject of the research. It is the subject a junior high school or senior high school. But, the important is in the background of the problem in this research, we know that the teacher uses

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<sup>14</sup> Netty Huznianti Andas, “*Improving Students’ Speaking Ability Under Total Physical Response at Class VII of SMP Negeri 8 Kendari*” (Journal of English Education: Universitas Sebelas November Vol.1 No.2 November 2016), p.166. Available online at: <http://usnsj.com/index.php/JEE/article/download/JEE023/pdf> (28 December 2018)



Audio Visual Method. Therefore, the uniqueness is the new learning method that is Total Physical Response because both of methods are so different. The TPR gave more an experience to students to practice and increase their speaking English ability.

Based on the statement above, here the researcher hopes that the TPR can cover the problem of the students in speaking English ability and hopes the graduates of SMA N 1 Talang Padang are able to speak in English well. Referring to the background above the researcher would like to know the influence of Total Physical Response Method to encourage the students' speaking ability based on the idea the researcher has entitled "The Influence of Using Total Physical Response (TPR) Method towards Speaking Ability at the eleventh Grade of SMA N 1 Talang Padang".

## **B. Identification of the Problem**

Based the statement above the researcher would like to identify some problems:

1. The students' motivation is still low in producing speaking English
2. The students are noisy in the teaching learning process
3. Some students are still lack of vocabulary, pronunciation and fluency.
4. Students cannot speak English well.
5. Students often have difficulty to learn speaking English

## **C. Limitation of the Problem**

Based on the identification of problem that had described above, the researcher was only focus and emphasize this research on the influence of Total

Physical Response Method towards students' speaking ability at the eleventh Grade of SMA N 1 Talang Padang.

#### **D. Formulation of the Problem**

By looking on the identification and limitation, the researcher would like to formulate the problem to:

Is there any influence of using Total Physical Response Method towards students' speaking ability at the eleventh Grade of SMA N 1 Talang Padang?

#### **E. Objective of Research**

Related to the formulated problem above, the objective of the research:  
To know whether there is any influence of using Total Physical Response Method towards students' speaking ability at the eleventh grade of SMA N 1 Talang Padang in the academic year of 2019/2020.

#### **F. Use of Research**

It was expected that the researcher could get some data and information about the influence of total physical response method towards students' speaking ability.

The uses of this research are as follows:

1. To give information to the teacher of English and students of SMA N 1 Talang Padang about the influence of Total Physical Response Method towards students' English speaking ability.
2. Motivate students in learning English to improve their speaking ability.

## **G. Scope of Research**

### **1. The research subject**

The research subject was the students of SMA N 1 Talang Padang at eleventh grade in 2019

### **2. Object**

The object of the research was the use of Total Physical Response Method towards students' English speaking ability.

### **3. The research place**

The research place was in SMA N 1 Talang Padang. It is located at Banjarsari, Talang padang

### **4. The research time**

The time of this research was conducted at the first semester in the academic year of 2019/2020.

## CHAPTER II REVIEW OF RELATED LITERATURE

### A. Frame of Theory

#### 1. Teaching English as a Foreign Language

Everyone applies language to communicate to each other, there are a lot of languages in the earth, and we need the understanding to make the things right. The holy book Al-Quran of Moslem truly appreciates the diversity in any languages, since the earth consists of a lot of dissimilarity people with diversity ethnics, nations, and languages as well. Based on Ar-Rum verse 22 explained:

وَمِنْ آيَاتِهِ خَلْقُ السَّمَوَاتِ وَالْأَرْضِ وَأَخْلَافُ اللَّسَانِ  
وَالْوَنُكُمُ إِنَّ فِي ذَلِكَ لَآيَاتٍ لِّلْعَالَمِينَ

“And of His sign is the creation of the heavens and the earth, and the diversity of your languages and colors. In this are signs for those who know”.<sup>1</sup>

Consequently, languages are extremely essential in our life for the reason that it is used by people to make communication or interaction to others and it is as a media of communication to ask and give (sharing) information with other people by messages.

We know that teaching English as a foreign language has the historical factor offers the legacy of British Empire that take the language around the world. The political factor has dominance in English. Science and technology have developed with English at the forefront. In addition, there's a need for a global

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<sup>1</sup> Talal Itani, *The Quran*, (Beirut: Clear Quran Publication, 2012), p.210 <http://gg.gg/frwt8> (30 June 2018)



language to make international communications smoother, and tools such as the World Wide Web truly accessible around the planet.<sup>2</sup>

Based on the statement, teaching English as a foreign language is the best one to adapt in that circumstance we need to learn English as a global language which could help us to speak about in science and technology even political and social. According to the researches and papers of linguists and scholars the aim and function of learning and teaching English have been evolved.<sup>3</sup>

So, one of them is Teaching English as a Foreign Language English as a Foreign Language is focused on studies of English by English teachers and English students with diverse first language in teaching learning process. The understanding of TEFL is that they care for English as an instrument of interaction in the world of different countries, On the other hand, English is applied anywhere in their own countries liberally, for purposes of legislative administrating, school education, medical science, technology or relations in institutions for doing business in marketing activities in other that everyone can be able to make a good communication or a conversation as the result no one get misunderstanding among them or between them in their dialogues so all of the problems will be solved by a language that can cover it that is English.

In a conclusion, the importance of English is able to face the other languages. The English or the thing that usually we called as a foreign language

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<sup>2</sup> Michelle Maxom, *Teaching English as a Foreign Language for Dummies*, (Chichester: John Wiley & Sons, Ltd, 2009), p.9 <https://assets.thalia.media/images-adb/bc/85/bc8518ae-6ac0-4808-817c-cd8cfa3b2572.pdf> (1 December 2018)

<sup>3</sup> Grace Hui-chin & Paul Lin Shih-chieh Chien, *An Introduction to English Teaching a Textbook for English Educators*, (Saarbrücken: VDM Verlag Dr. Muller, 2010), p.1. <https://files.eric.ed.gov/fulltext/ED534554.pdf> (1 December 2018)

can be a tool for us for interacting to other people so we can keep a good communication among us not only in our real life but also in our social media life.

Why we called as foreign language because it is under the different political administrations, governmental systems and controlling rule of their first languages, English just can be implemented as a foreign language, instead of the second language is the main concern above the other foreign languages.<sup>4</sup>

In conclusion, TEFL is referred towards teaching English as a foreign language in countries where English is not the primary language. English as a global language relates in science and technology, political and social because all these aspects have developed with English hence teaching method play an important role in teaching learning process. The teaching methods are suggested to be interesting and appropriate for students to create an appropriate method of teaching English that founded on the assumption of English as foreign language.

## 2. Speaking

According to Brown and Joyce in Khosravani's journal, speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information<sup>5</sup>. In addition, Brown states that the standard of successful acquisition of speaking English is the demonstration of the way we communicate that involves producing, receiving, and processing information.

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<sup>4</sup> *Ibid*, p.3.

<sup>5</sup> Mahboobeh Khosravani, *Fostering EFL Learners' Speaking and Listening Skills Via Oral Activities of Reading Short Stories*, Journal of Language Learning and Applied Linguistics World, Volume 5 (1), January 2014, p.332 [Http://Www.Ijllaw.Org/Finalversion5126.Pdf](http://www.ijllaw.org/Finalversion5126.Pdf) (26 January 2019)

According to Kushartanti speaking is a set of voice uttered by one and understood by someone else.<sup>6</sup> Consequently, Kushartanti stated that speaking is a set of sound spoken by someone to someone else in communication.

Therefore, Speaking is a verbal communication ability of interaction which someone can express their ideas, feelings and information to others verbally and it needs direct contacts, in which someone speaks to another in a straight line. Then, speaking is essential in everyone's life because with no speaking we cannot get the information, what the others talk for the reason that speaking is the way that everyone uses to interaction to others or the other people.

#### **a. Successful Oral Communication**

According to Nunan, successful oral communications consist:

1. The ability to articulate phonological features of the language comprehensibly
2. Mastery of stress, rhythm, intonation patterns
3. An acceptable degree of fluency
4. Transactional and interpersonal skills
5. Skills in taking short and long speaking turns
6. Skills in the management of interaction
7. Skills in negotiating meaning
8. Conversational listening skills (successful conversations require good listeners)

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<sup>6</sup> Siti Surinah Harahap, *et al. An Analysis on Students' Speaking Skill at Second Grade Smp 8 Rambah Hilir*. Artikel Ilmiah Program Sarjana Pendidikan Bahasa Inggris Universitas Pasir Pengaraian. 2015.p.2 <http://gg.gg/fs3xj> (16 November 2019)

As well as good speakers)

9. Skills in knowing about and negotiating purposes for conversations
10. Using appropriate conversational formulae and fillers.<sup>7</sup>

#### **b. Basic Types of Speaking**

According to Brown basic types of speaking are:

1. *Imitative*. In this type of speaking performance is the ability to imitate or reproduce the word or phrase or sentence by imitating towards what they followed.
2. *Intensive*. In this type of speaking is frequently used in assessment contexts of oral language competence in a narrow group of grammatical, phrasal, lexical, or phonological relationships
3. *Responsive*. In this type of speaking is the test of interaction and test comprehension but limited point of short conversations, standard greetings and small talk, simple requests and explanation.
4. *Interactive*. In this type of speaking has extremely length and complexity of the interaction, which sometimes includes multiple exchanges or multiple participants in a dialogue or conversation.
5. *Extensive (monologue)*. In this type of speaking the speaker does not have another participant to speak this type of speaking can be seen like when someone in speeches, oral presentations, and story-telling.<sup>8</sup>

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<sup>7</sup> David Nunan, *Designing Tasks for the Communicative Classroom*. (Cambridge: Cambridge University Press). 1989.p.32 <http://gg.gg/d2nqe> (27 January 2019)

<sup>8</sup> H. Douglas Brown, *Language Assessment Principles and Classroom Practices*, (New York: Pearson Education, Inc 2004), pp.141-142. Available online at: <http://gg.gg/d2nry> (29 January 2019)



Therefore, speaking basically is an activity having a conversation with others but it is not always as a conversation, it can be a monologue or imitate to speak a sentence or phrase. It is important to pay attention for the students or the learners of English to several things when speaking, such as pronunciation, fluency, grammar Transactional and interpersonal skills, skills in taking short and long speaking turns and others successful oral communication factors.

### 3. Speaking Ability

Speaking is the essential skill in English language teaching. As we know Speaking is a human intelligence to make a sound and express the opinions of his mind. The use of good words can help convey aspirations and make good goals and also to speak to others is one of God's commands.

As it is written in Holy Qur'an, Al-Baqarah, verse: 83

وَإِذْ أَخَذْنَا مِيثَاقَ بَنِي إِسْرَءِيلَ لَا تَعْبُدُونَ إِلَّا اللَّهَ وَبِالْوَالِدَيْنِ إِحْسَانًا  
وَذِي الْقُرْبَىٰ وَالْيَتَامَىٰ وَالْمَسْكِينِ وَقُولُوا لِلنَّاسِ حُسْنًا وَأَقِيمُوا  
الصَّلَاةَ وَآتُوا الزَّكَاةَ ثُمَّ تَوَلَّيْتُمْ إِلَّا قَلِيلًا مِّنْكُمْ وَأَنتُمْ  
مُعْرِضُونَ

“We made a covenant with the Children of Israel: “Worship none but God; and be good to parents, and relatives, and orphans, and the needy; and speak nicely to people; and pray regularly, and give alms.” Then you turned away, except for a few of you, recanting”.<sup>9</sup>

Therefore, it is almost impossible to have true mastery of language without actually speaking with the target language nicely. In general, to encourage

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<sup>9</sup> Talal Itani, *Op Cit*, p.6

speaking in the early stages students must study hard, then the teacher gives plenty of guidance on the conversation which related around students. Therefore speaking is the essential ability to interact to each other. And the people who communicate to anyone are ordered by Allah to use good words.

According to Harmer, he defines speaking ability as the ability to speak fluently presupposed not only knowledge of the language features, but also the ability to process information and language ‘on the spot’.<sup>10</sup> Consequently, speaking ability needs a fluency to aim the goal of conversation not only knowledge of the language features, but also the ability to process information and language.

Speaking is a multipart skill requiring the used synchronized of different abilities which frequently build up at different rates. Speaking has five components or aspects that are generally realized in analyses of the speech route:

1. Pronunciation (including the segmental features—vowels and Consonants and the stress and intonation patterns)
2. Grammar
3. Vocabulary
4. Fluency (the ease and speed of the flow of speech)<sup>11</sup>

To these should probably be added (5) Comprehension, for oral communication certainly requires a subject to respond to speech as well as to initiate it.<sup>12</sup>

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<sup>10</sup> Jeremy Harmer, *The Practice of English Language Teaching 3<sup>rd</sup> Edition*, (Essex: Longman 2001), p.269 <http://gg.gg/d58kt> (17 December 2018)

<sup>11</sup> David P. Haris, *Testing English as a Second Language*, (New York: Mc. Graw Hill Book Company, 1996), p. 81 <http://gg.gg/d2nup> (1 December 2018)

Pronunciation, grammar, vocabulary, fluency and comprehension they are all of the components or all of the aspects when someone spoken in any language without all of these components or aspects someone must get confused to talk to him or her because they hear the different Pronunciation, grammar, vocabulary, fluency and even comprehension. On the other hand, to make the things right people or learners need to consider about all of the components or aspects in producing verbal communication.

#### **4. Teaching Speaking**

There are a lot of traditions in teaching speaking that mainly of English teachers have in teaching learning speaking. The teachers have duty to create their successful of teaching learning process. The teachers of English also should apply various interesting technique that can attract students motivation in learning English so that the students enjoy in learning English. English is a relatively easy to learn and speak.<sup>12</sup> As a result, the teacher also has duty to make the teaching success because a good learning process cannot be reached without a good plan by the teachers who do not have a good management in all of the essential aspects of learning process.

The top secret to study English is to talk English immediately as a result as they study they practice it directly so in study speaking English learners indirectly

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<sup>12</sup> *Ibid* p.82.

<sup>13</sup> Dewi Kurniawati and Yeni Fitria, *The Influence of Using Describe and Identify Game Towards Students' Speaking Ability at the Second Semester of Tenth Grade of SMA YP UNILA Bandar Lampung in the Academic Year of 2014/2015*. (English Education: *Jurnal Tadris Bahasa Inggris*, Vol 10 (1), State Islamic University of Raden Intan Lampung (UIN Raden intan lampung) 2017),p.5 <http://ejournal.radenintan.ac.id/index.php/ENGEDU/article/viewFile/871/745> (1 December 2018)

learn the pronunciation, grammar, vocabulary, fluency and even comprehension of language spontaneously in speaking session. Teaching speaking can be done by enjoyable activities in order to make the students be interest in learning process. An interesting activity can motivate the students to be more active in the class and the aims of learning can be achieved.<sup>14</sup>

Based on the statement above, speaking is the important English skill that comprehended by students. It is very essential for language teachers to pay more attention to teach speaking. It is productive skill, teaching speaking should give students opportunity to produce something by giving more practice to speak in the target language.

## **5. Activities in Teaching Speaking**

An activity in teaching speaking is promoting or showing the speaking ability that can be used by the teacher to make students speak in learning activities and increase their capability in speaking English because, good speaking learning activities can motivate students to learn more and more so it might good if the students know the kinds of activities in teaching speaking. According to Nunan in Brown there are two activities in teaching speaking. They are as follows:

### **a. Monologue**

Monologue means a conversation by someone that is spoken without other participants who talk to him or her. The speaker just speaks at the front then other participant just hears the one who speak and sometimes it is called by a mute

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<sup>14</sup> *Ibid*, p.6.

dialogue on the other hand the monologue only has one speaker in its performance such as speech, lectures reading etc.

### **b. Dialogue**

Dialogue involves two or more speakers and can be subdivided into those exchanges that promote social relationship (interpersonal) and those for which the purpose is to convey proportional or factual information (transactional).<sup>15</sup>

From the explanation above, the researcher took to the consideration that dialogue is one of types of speaking that can be used in this research. The researcher hoped that the students improved their speaking ability and all of the students are participating fully in the classroom activity and make students more active in teaching and learning process and at the same time makes their learning more meaningful and fun for them because, in the dialogue it needs not for the one person who speaks, there was another one who responded what the first person says to him/her to make a conversation.

## **6. Assessing Speaking**

According to Haris there are five categories of oral proficiency scoring.

**Table 2 Assessing Speaking**

<b>Components</b>	<b>Assessments</b>	<b>Score</b>
<b>Pronunciation</b>	The pronunciation is clear and quite understandable for elementary students	5
	There are some pronunciation problems, but still quite Understandable	4
	Pronunciation problem necessitate listening and occasionally lead	3

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<sup>15</sup> H. Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy Second Edition*, (San Francisco:Longman, 2000), p.251. Available Online at: <http://gg.gg/d48wv> ( 1 December 2018)

	a misunderstanding	
	Very hard to understand because of pronunciation problem. Must frequently be asked to repeat	2
	Pronunciation problem so severe as to make speech virtually unintelligible	1
<b>Grammar</b>	Errors in grammar are quite rare	5
	There are few grammatical errors but still intelligible	4
	Makes frequent errors grammar and word order occasionally obscure meaning	3
	Grammar and word order errors make comprehension difficult. Must often rephrase sentences or restrict him to basic patterns	2
	Errors in grammar and word order so severe as to make speech virtually unintelligible	1
<b>Vocabulary</b>	Almost all vocabularies used are in a proper use	5
	Frequently use inappropriate terms or must replace ideas but still Intelligible	4
	Frequently uses the wrong word, conversation somewhat limited because of inadequate vocabulary	3
	Misuse up words and very limited vocabulary make comprehension quite difficult	2
	Vocabulary limitation so extreme as to make conversation virtually impossible	1 <sup>16</sup>
<b>Fluency</b>	Able to use the language fluently, rare skip, and the speed of speech are at the normal rate	5
	Speed of speech seem to be slightly affected by language problem	4
	Speed and fluency are rather strongly affected by language Problem	3
	Usually hesitant often forced into silent by language limitation	2
	Speech is so halting and fragmentary as to make conversation	1
<b>Comprehension</b>	Understand most of what is said at average speed	5
	Understand what is said at average speed, but occasional	4

<sup>16</sup>Widya Arum Wicaksani, *Using Digital Discussion Through Commenting Blog To Improve Students' Ability In Writing Analytical Exposition Text*, *Journal of English Language Teaching* 2 (1) (2013), p.4 <https://journal.unnes.ac.id/sju/index.php/elt/article/view/1562> (2 December 2018)

	repetition may be necessary	
	Understand what is said is at slower than average speed repetition	3
	Has great difficulty following what is said. Can comprehend only, “social conversation” spoken slowly and with frequent repetition.	2
	Cannot be said to understand even simple conversational English	1 <sup>17</sup>

$$S = \frac{n}{N} \times 100$$

**Notes:**

S: Score

n: Student's obtained scale

N: Highest score possible

## 7. Teaching Methods in Speaking

There are many kinds of language teaching method that we can apply in teaching speaking. They are: Community Language Learning Method, Direct method, Audio-Lingual Method, Audio Visual Method and one of them is Total Physical Response method.

Community Language Learning (CLL) is a teaching method which involves psychological factor then students collaborate to expand a language what they want to learn. This method developed by Curran and his association which is called Counseling-learning theory.<sup>18</sup> We can conclude that Community Language Learning (CLL) is a language-teaching method in which students work together to

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<sup>17</sup> *Ibid*, p.5

<sup>18</sup> Siti Nurhasanah, *The Use of Community Language Learning Method to Increase the Students' Participation in Classroom Conversation*, Salatiga: Journal Register, Vol. 8, No. 1, 2015 p.81. Available online at: <http://gg.gg/fr157> (27 January 2019)



develop what aspects of a language they would like to learn in which the teacher acts as a counselor and while the learner is seen as a client and collaborator.

The Direct Method, which is well-known as natural method or conversational method, has been popular since it enables students to communicate in the foreign language. According to Freeman in Mart, The Direct Method is the teaching method that is focused on daily language and using questions and answers as an emphasis on teaching spoken language. The main objective of this method is related meaning to the target language directly through the use of realia, pictures or pantomime.<sup>19</sup> Hence, direct method in teaching a language is directly build up by experience and expression to audio visual association, sentences meaning or words meanings, phrases, idioms and, rules and performances through the English teachers' demonstration without any help of the learners' first language or mother tongue.

The Audio-lingual method refers to the method that it is compressed on the chain drill to mastery the target language by memorizing and repeat, and the wrongness of speaking is avoided.<sup>20</sup> Hence, audio lingual method is a method that the lessons of listening and speaking initiate before reading and writing. It applies conversation as the major figure of language presentation and drills as the core guidance techniques then the first language is discouraged in the classroom.

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<sup>19</sup> Cagri Tugrul Mart, *The Direct-Method: A Good Start to Teach Oral Language*. (Department of Languages: International Journal of Academic Research in Business and Social Sciences) Vol. 3, No. 11, Ishik University, 2013), p.182. <http://gg.gg/fs2ip> (27 January 2019)

<sup>20</sup> Maedeh Alemi, and Ehteramsadat Tavakoli. *Audio Lingual Method*. (Tehran: 3rd International Conference on Applied Research in Language Studies. 2017), p. 2. Available online at: [https://www.researchgate.net/publication/293731529\\_Audio\\_Lingual\\_Method/download](https://www.researchgate.net/publication/293731529_Audio_Lingual_Method/download) (27 January 2019)

According to Syamsidah Audio Visual Method is a way of presenting lessons by using teaching media tools that can be listened to, or demonstrating materials so that students can watch in person, observe carefully, feel the material of the demonstration.<sup>21</sup> Hence, the audio visual method is a method which refers to both sound and picture which normally in the form of slides or film and recorded speech by the teacher to the students.

According to Nunan, Total Physical Response (TPR) is a comprehension-based method of teaching in which the teacher gives a sequence of instructions to the learners in the imperative which the students have to carry out.<sup>22</sup> As a result, Total Physical Response (TPR) is a method of teaching language by using physical movement to react the process mimics the way they learn their first language.

Therefore, Based on the methods above the researcher took the Total Physical Response Method that is used in this research to know the influence towards students' speaking ability at the eleventh grade of SMA N 1 Talang Padang in the academic year of 2019/2020 in experimental class and Audio Visual Method as the teaching learning method of English teacher in control class and this concept as conducted to know what the quasi- experimental is supposed to do in this research.

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<sup>21</sup> Syamsidah, *100 Metode Pembelajaran*, Yogyakarta:Deepublish, 2007. p.35

<sup>22</sup> David Nunan, *Teaching English to Speakers of Other Language: An Introduction*, (New York: Routledge 2015) p.192. Available Online at: <http://gg.gg/cxprii> (17 December 2018)

## 8. TPR Method in Teaching Speaking

According to Harmer, Total Physical Response Method asks students to respond physically to the language they hear.<sup>23</sup> In other words, Harmer stated that Total Physical Response Method asks learners to respond physically to the language they hear in teaching learning process.

According to Freeman, Total Physical Response Method is the basis as the research that said fastest, least stressful way to achieve understanding of any target language is to follow directions uttered by the instructor.<sup>24</sup> Consequently, Freeman stated that Total Physical Response Method is the way to understanding of any target language by following directions uttered by the instructor.

According to Izzan, this method is developed by Asher a psychologist at one of the universities in the United States. The underlying thinking of this method, as told by Izzan it stands on teaching through psychomotor activity.<sup>25</sup> In other words, Izzan stated that Total Physical Response Method is the language teaching method that teaching through psychomotor activity.

According to Ratminingsih, this method is a language teaching method that used command to build coordination of language ability and behavior.<sup>26</sup> So, Ratminingsih stated that the TPR method is a language teaching method that used

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<sup>23</sup> Jeremy Harmer, *Op Cit*, p.90

<sup>24</sup> Diane Larsen Freeman, *Techniques and Principle in Language Teaching*. (Oxford: Oxford University Press 2010), p.108 Available Online at: <https://libgen.pw/item/detail/id/231870> (17 December 2018)

<sup>25</sup> Ahmad Izzan, *Metodologi Pembelajaran Bahasa Inggris*, (Bandung:Humaniora 2010), p.68

<sup>26</sup> Ni Made Ratminingsih, *Metode Dan Strategi Pembelajaran Bahasa Inggris*, (Depok: Rajagrafindo 2017), p.69

command words to build coordination of language ability and behavior in teaching process.

According to Richard and Theodore, Total Physical Response (TPR) is a language teaching method built around the coordination of speech and action; it attempts to teach language through physical (motor) activity.<sup>27</sup> Consequently, Richard and Theodore stated that Total Physical Response (TPR) is a language teaching method that the language teaching is built around the coordination of speech and action.

We can conclude that TPR is a method of language learning that is arranged in the coordination of commands, expression (speech) and motion (action) and teaches language through motor activity. What motor activity or physical activity means to the action activity of learning process. This method is appropriate for teaching speaking because TPR method is related to the expression and action while we are speaking like we used to do in a conversation.

#### **a. Teaching Speaking Procedure by TPR**

The teacher plays an active and direct role in Total Physical Response the instructor is the director of a stage play in which the students are the actors. Learners in Total Physical Response have the primary roles of listener and performer.<sup>28</sup> Consequently, the teacher is a director and students are the performer that is the point in this learning method.

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<sup>27</sup> Jack C. Richards and Theodore S. Rodgers, *Approaches and Methods in Language Teaching*, (Cambridge: Cambridge University Press 1986), p. 87 <http://gg.gg/fs0xn> (12 December 2018)

<sup>28</sup> *Ibid*, p.93

### The Steps of Total Physical Response:

According to Asher in Richards and Rodgers the steps of Total Physical Response Method:

1. *Review.* This was a fast-moving warm-up in which individual students were moved with commands such as: Pablo, drive your car around Miako and honk your horn. Jeffe, throw the red flower to Maria. Maria, scream. Rita, pick up the knife and spoon and put them in the cup. Eduardo, take a drink of water and give the cup to Elaine.

2. *New commands.* These verbs were introduced.

Wash	Your hands.	Your face.	Your hair, The cup
Look for	A towel.	The soap.	A comb
Hold	The book.	The cup.	The soap.
Comb	Your hair.	Maria's hair.	Shirou's hair.
Brush	Your teeth	Your pants	The table

Other items introduced were:

Rectangle	Draw a rectangle on the chalkboard. Pick up a rectangle from the table and give it to me. Put the rectangle next to the square.
Triangle	Pick up the triangle from the table and give it to me. Catch the triangle and put it next to the rectangle.
Quickly	Walk quickly to the door and hit it. Quickly, run to the table and touch the square. Sit down quickly and laugh.
Slowly	Walk slowly to the window and jump. Slowly, stand up. Slowly walk to me and hit me on the arm.
Toothpaste	Look for the toothpaste. Throw the toothpaste to Wing. Wing, unscrew the top of the toothpaste.
Toothbrush	Take out your toothbrush. Brush your teeth. Put your toothbrush in your book.
Teeth	Touch your teeth. Show your teeth to Dolores. Dolores, point to Eduardo's teeth.
Soap	Look for the soap.

	Give the soap to Elaine. Elaine, put the soap in Ramiro's ear.
Towel	Put the towel on Juan's arm. Juan, put the towel on your head and laugh. Maria, wipe your hands on the towel.

Next the instructor asked simple questions which the student could answer with 'a gesture such as pointing. Examples would be:

Where is the towel? [Eduardo, point to the towel!]

Where is the toothbrush? [Miako, point to the toothbrush!]

Where is Dolores?

3. *Role reversal*. Students readily volunteered to utter commands that manipulated the behavior of the instructor and other students. ...
4. *Reading and writing*. The instructor wrote on the chalkboard each new vocabulary item and a sentence then she spoke each item and act out the sentence. The students listened as the read material. Some copied the information in their notebooks.<sup>29</sup>

According to Freeman in Ratminingsih the steps in Total Physical Response Method:

1. Using commands to direct behavior

At the beginning of learning, the teacher is an individual who gives instructions and students only observe what the teacher is doing

2. Role reversal

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<sup>29</sup> *Ibid*, pp.95-97

This technique is used when students understand the construction of a command addressed to friends and teachers in this way; they learn how to use the language they are learning

### 3. Action sequence

A series of commands can be given to students when they have understood some of the previous commands.<sup>30</sup>

According to Shodiq in his research there are 3 steps in Total Physical Response method:

1. In introduction, learning begins with an explanation of the tasks that must be performed by students during learning activities.
2. At the core activity, language learning is carried out Arabic with imperative forms that demand student response to do so, students can individually use forms of the imperative to be responded by their friends it is well individual or group
3. In the closing activity, it is given a reflection on mistakes during the learning process.<sup>31</sup>

In this research the researcher used Total Physical Response (TPR) Method by Asher because this learning method is developed by Asher and it is also more clearly we can find that in Asher's TPR learning method not only teach us how to speak, but also listen, read and write and yet the rest of TPR methods that the

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<sup>30</sup> Ni Made Ratmaningsih, *Op Cit*, p.71

<sup>31</sup> Muhammad Jafar Shodiq, *Upaya Meningkatkan Kemahiran Berbicara Melalui Metode TPR (Total Physical Response) Dalam Mata Pelajaran Bahasa Arab Di Kelas IV A MI*, Jurnal: Al-Bidāyah, Vol 4 No. 1, Juni 2012 UIN Sunan Kalijaga, p.30. Available online at: <http://gg.gg/d2tyh> (9 February 2019)



researcher stated above supported the researcher to know more about what the Total Physical Response (TPR) Method is.

The researcher reconstructed the procedure by Asher below:

1. In the teaching and learning process the teacher gave warm-up by using a command words that refer to the explanation of the lesson which influence to physical (motor) activities in teaching learning.
2. The teacher gave a new command and vocabulary to students; in the next the teacher asked the students some simple questions which the student could answer with a gesture.
3. In Role reversal Students was a volunteer to utter commands that manipulated the behavior of the instructor and other students.
4. The instructor wrote on the chalkboard each new vocabulary item or a sentence then spoke each item and acted out the sentence. The students listened and read the material then copied the information in their notebooks.

#### **b. Advantages and Disadvantages in TPR**

This learning method has advantages as well. This method has advantage in language teaching but, this is not a perfect learning method that can be used in any situation of teaching learning even in language teaching itself.

##### **Advantage:**

1. This method can invite children to act in the learning process, which can create a more enjoyable learning environment, where the teacher can combine humor in the command given.

2. This method helps memory by associating movements and words.
3. This method focuses on the ability to listen and then followed by making commands when they are ready to speak.
4. The class size is not a problem in using TPR.
5. This method is very appropriate to use in a class consisting of students who have diverse abilities.
6. This method is also very suitable to children and adults.<sup>32</sup>

In a conclusion, these advantages are hoped can carry out an enjoyable situation and a good teaching in learning process because it says that this learning method is very appropriate to children and adults then this learning method also appropriates to students who have diverse abilities.

In teaching learning process this method has disadvantages also, but Total Physical Response (TPR) Method is one of the language teaching methods and all activities are hoped to be able to help the students in improving their ability especially for speaking.

**Disadvantage:**

1. This method is less able to create a language that is independent of the spoken language exemplified by the teacher in the classroom
2. This method has weaknesses in reading and writing activities
3. This method also limits student creativity, because it only asks students to respond to what the teacher instructs.<sup>33</sup>

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<sup>32</sup> Ni Made Ratmaningsih, *Op Cit*, p.71

In addition, to solve the disadvantages the researcher used TPR learning method by Asher it gave chance to read and write for the learners to enrich their ability then, the instructor gave a task for enrichment of the lesson to read and practice the dialogue then make the dialogue by their own words so the students are more creative.

## 9. Audio Visual Method in Teaching Speaking

According to Iskandar and Sunendar in Aqib and Murtadlo, audio visual method is a method that teaches by using demonstration listening devices such as videos, cards, tape, recorders, or television programs so that teaching becomes more alive and interesting.<sup>34</sup> In other words, Iskandar and Sunendar stated that audio visual method is a method that teaches by using demonstration such as videos, cards, tape, recorders, or television programs so that teaching becomes interesting to learners in teaching learning process.

According to Syamsidah Audio Visual Method is a way of presenting lessons by using teaching media tools that can be listened to, or demonstrating materials so that students can watch in person, observe carefully, feel the material of the demonstration.<sup>35</sup> So, Syamsidah stated that Audio visual method is a method which refers to both sound and pictures which is typically in the form of slides or video and recorded speech or music; all is visual presentations that are shown by the teacher to the students.

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<sup>33</sup> *Ibid*, p.72

<sup>34</sup> Zainal Aqib dan Ali Murtadlo, *Kumpulan Metode Pembelajaran*, (Cikukang:Satunusa 2016), p.31

<sup>35</sup> Syamsidah, , *Loc Cit*.p.35

We can make a conclusion that audio visual method is a method that presenting the lesson by using tools like video, tape recorder or picture in other words the students are able to feel the lesson more because of the visual and this kind of method is needed a good facility to conduct the language teaching method in order that students can be taught by the language teaching method of AVM.

#### **a. Teaching Speaking Procedure by Using Audio Visual Method**

According to Hamid in Aqib and Murtadlo the steps in Audio Visual Method:

1. Lesson begins with film strips and tape serving.
2. The teacher explains the lesson explicitly by showing demonstrations, selective listening and question answer
3. The dialogue is repeated several times and remembered by replaying from film strip recordings or with training in the language laboratory
4. In the development step, it is presented without using recordings and students is given orders to remember comments or make their own comments.<sup>36</sup>

According to Syamsidah the steps in audio visual method:

1. If it's possible the original object must be demonstrate in front of the class.
2. The sample in small size (for instance miniature airplane, television), etc.
3. A photo of an object, other picture forms or the teacher own self could describe it on the whiteboard.

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<sup>36</sup> *Ibid*, p.34

4. If the 3 things above could not we do. Therefore, the teacher could explain the form of object, the characteristic, with demonstration through hand movements, words or certain expression. In other that it attracts students' attention<sup>37</sup>.

#### **b. Advantages and Disadvantages in Audio Visual Method**

This learning method has advantages too. Audio visual method is a method that teaches by using demonstration listening devices such as videos, this is also not a perfect learning method that can be suitable in any situation of teaching learning process.

##### **The Advantages by using Audio Visual Method:**

1. Students can watch, observe, and say at once
2. It is able to accommodate all students
3. It is very interesting students' interest and their attention.<sup>38</sup>

The advantages are the students could watch, observe and say about the material because in audio visual method the students are able to see the real of the demonstration what the teacher wants to explain about the materials to them in teaching learning process.

The disadvantages of Audio visual method is a method that teach the learners by using demonstration listening devices such as videos, this also requires time and good preparation because of preparing the material or media of teaching

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<sup>37</sup> Syamsidah, *Op Cit.* p.36

<sup>38</sup> Zainal Aqib dan Ali Murtadlo, *Op Cit.* p.35

learning process so the teacher can apply the method in a good way and carry out as what audio visual method supposed to be in the classroom.

### **The Disadvantages of Audio Visual Method:**

1. It requires time and careful planning because of preparing the material the educator must also prepare the media.
2. The task of the educator becomes heavy because besides having a plan to the subject matter that presented it also must master the teaching tools and other communication tools.
3. Procurement of demonstration equipment requires adequate costs and maintenance.<sup>39</sup>

In addition, Audio visual method needs a media for the teaching learning process to demonstrate the material and almost never talk about how to practice the material. So, the researcher was sure that the TPR can cover all of the problems in this method especially in speaking class because TPR leaning method has a practice in teaching learning process.

### **B. Frame of Thinking**

English is mainly language that we use to interact in this world and it has grown to be a foreign language in our country. As one of the subject matter exams in national test, English is considered to be learnt while everyone realizes about the substance of English to the next generation of their country hence the teachers must encourage their students to comprehend or even master it by giving an

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<sup>39</sup> Zainal Aqib dan Ali Murtadlo, *Op Cit*, p.37

appropriate teaching method or superior teaching method therefore learning English by using Total Physical Response Method was expected that the students are easier to understand about the material of speaking. While the teacher as facilitator, motivator, advisor, lecturer and manager of the class, subsequently the teacher has a big role in this opportunity that not all participant can take this responsibility as the one who can change what will happen to the next future and it will be their responsibility then this Total Physical Response Method was expected as well to establish or develop the students' speaking ability so that they were able to make a monolog, short conversation or length conversation in English.

Meanwhile, it was not easy to omit the obstacles or the struggle in teaching learning speaking ability. In this case the English teacher must give consideration of the number of hours that available for teaching in the classroom, the media, the facilities that can support the teaching learning process to apply or implement the Total Physical Response Method. The researcher is sure that the students and the teacher have to overcome these obstacles to gain the objective of learning speaking by using Total Physical Response Method hence the students can have an excellent ability in speaking and the students have a better skill of communication to speak in English but the aimed cannot be achieved if the teacher and students are not brave enough to face the truth that they as the director and actor need to solve all of the problems.



### **C. Hypothesis**

From all of theories that are discussed above, the hypotheses can be formulated as

Follows:

H<sub>a</sub>: There is a significant influence of using Total Physical Response Method towards students' Speaking ability of the eleventh grade of SMA N 1 Talang Padang in the academic year of 2019/2020

H<sub>o</sub>: There is no significant influence of Total Physical Response Method towards students' speaking ability of the eleventh grade of SMA N 1 Talang Padang in the academic year of 2019/2020.

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